

Kentucky Teacher™

SEPTEMBER 2002

State may use 'augmented' standardized tests to meet federal assessment requirements

By Faun S. Fishback
Kentucky Department of Education

The Kentucky Board of Education continues to look at how Kentucky will comply with the federal No Child Left Behind Act of 2001 within the context of the existing Commonwealth Accountability Testing System (CATS). Kentucky must submit its compliance plan to the federal government by Jan. 31, 2003.

CATS, which has been in place since 1998, already contains many of the components required by the new federal law. However, the No Child Left Behind Act requires annual reading and mathematics tests for students in grades 3-8 beginning with the 2005-2006 school year. Tests now administered as part of CATS are not given in every one of those grades in the mathematics and reading content areas.

While waiting for the federal regulations to be finalized for the No Child Left Behind Act, the state board has asked Department of Education staff to explore the possibility of using an augmented norm-referenced test to meet the requirement. Under this scenario, all students in grades 3 (exiting primary) through 8 would answer questions on a standardized test and two open-response questions that cover the appropriate core content and student performance standards.

Board Chair Helen Mountjoy cautioned that the decision to use an augmented norm-referenced test is not "set in stone." She said the board and department will be watching how the remaining pieces of the federal requirements are put together. If Kentucky needs to make changes, "we will have time before the Jan. 31 deadline to do so," she said.

If the augmented tests were used, they would be administered for the first time in the spring of 2006, in addition to

the tests included in the Commonwealth Accountability Testing System. Testing time would increase by about 90 minutes, according to Scott Trimble, associate commissioner of the Department of Education's Office of Assessment and Accountability.

Also to comply with federal requirements, the board approved proposed amendments to and emergency implementation of a regulation that describes how schools are to include students with limited English proficiency (LEP) in the state assessment and accountability programs. The regulation defines when students must be included in the testing. It also requires schools to administer an English language proficiency test annually to measure LEP students' listening, speaking, reading and writing skills in English. A public hearing is scheduled for 10 a.m. on Sept. 23 in Frankfort to receive comments on this regulation.

Other proposed regulations approved by the board address these education issues:

- Differentiated compensation for teachers – Up to five school districts can participate in a two-year pilot project that provides funding for recruiting, supporting and retaining quality teachers through salary increases or bonuses.

- National Board certified teacher salary supplement – Districts would be allowed to award the \$2,000 salary supplement to teachers who take the National Board exam before Dec. 31. Those who take the exam after Jan. 1 would receive a \$1,000 stipend.

- Extended School Services (ESS) – Districts can apply for a waiver that allows schools to use a portion of ESS funds to provide services during the regular school day.

- Teacher disciplinary hearings – Retired teachers and administrators are now eligible to serve on teacher tribunals in the capacity of the teacher and

administrator positions because of a change in this law. A second amendment establishes training for tribunal members. A public hearing is scheduled for 10 a.m. on Sept. 23 in Frankfort to receive comments on this regulation.

- WWII veterans' diplomas – School districts can award high school diplomas to honorably discharged veterans of World War II.

For more information about these proposed regulations and amendments, go to www.kentuckyschools/legal/

regs/default.asp. Individuals interested in speaking at the public hearing on Sept. 23 must contact the office of Kevin Noland, deputy commissioner, within five working days of the hearing. Written comments also can be submitted for the record. Noland's address is Department of Education, 500 Mero St., First Floor, Capital Plaza Tower, Frankfort, KY 40601. The phone number is (502) 564-4474. The fax number is (502) 564-9321.



Photo by Rick McComb

RENAISSANCE MAN

South Oldham High School student Tristan Davis studies for a biology test in front of a mural of 14th-century Renaissance life. Artists and former South Oldham students Chuck Hall and Natalie Westbrook painted the mural at the school to depict a time of new freedom of thought and expression in Greece and Rome and the beginning of scientific exploration.



Commissioner's Comments

Funding for Public Schools

We have equity. What about adequacy?

By Gene Wilhoit
Commissioner of Education

If it's true that "timing is everything," maybe now isn't the best time to ask if we need more funding for public schools. After all, state revenues are down, the economic forecast is stormy, and state government struggles to operate without the framework of a budget.

Then again, maybe this is *exactly* the time to raise serious and thorough questions about funding for public schools. Back in 1985, representatives of 66 school districts and seven local school boards challenged both the equity and adequacy of funds provided for public education. Their challenge ultimately led the Kentucky Supreme Court to abolish the entire system of K-12 public schools and replace it with one that would be equitable. The Kentucky Education Reform Act of 1990 set that new system in place.

Through commitment and hard work, Kentucky has largely mastered funding equity. Per-pupil allocations, once widely disproportionate from district to district, are now approaching equity. If we remove the obvious outliers, districts and

schools have roughly the same level of per-pupil resources to educate their students.

The good news is that Kentucky's districts and schools are much more equitably funded. The bad news is that we have yet to address the issue of adequacy of funding. Here we are – 12 years after passage of the reform law and 12 years before our target of 2014 for having all schools and all students performing at proficient levels – recognizing that the incredible progress we've made could be at risk without additional dollars to fuel future progress.

Why do we need to visit the topic of adequacy? Because we need to assure that teacher salaries are competitive if we are to keep the excellent teachers we already have and draw other skilled and caring people to the profession. We need to keep teachers' content knowledge and teaching skills at the highest levels. We need to keep our world-class technology system updated. We need to maintain existing facilities and build new ones.

In short, we need to honor Kentucky's commitment to offer all students the kind of education they

need to become self-sufficient and socially responsible citizens.

To that end, a number of Kentuckians are taking the lead in the effort to address adequacy of funding for public education in the Commonwealth.

- Gov. Paul Patton gathered more than 300 Kentucky citizens together on July 30 to evaluate the status of education reform. Before an audience that included state legislators, school superintendents, community leaders and others, Patton declared "We have not yet achieved adequacy" and asked the critical questions: "Are we willing to do the things that have to be done for Kentucky's children to realize their full potential? What is the most important, maintaining our offices or providing our children with a high quality of life?"

- The Council for Better Education, the group that challenged the equity and adequacy of school funding in 1985, has come together again, this time to focus on the issue of adequacy. Now more than 140 superintendents strong, the council has vowed to pursue the issue with legislators and, if necessary, the courts.

- The Kentucky Board of Education has asked the Department of Education to undertake a study of this important issue of education funding adequacy.

- The Prichard Committee, a key player in the passage of the reform act of 1990, is again working hard on behalf of public education, campaigning for tax reforms that would increase funding for schools.

I applaud these and other groups and individuals for taking action, and I am confident that they will give state leaders a clear idea of what must be done.

Even as Kentucky wrestles with budget shortages and economic uncertainty, now is *exactly* the time for us to put education funding on the priority list. We cannot undereducate our children and expect them to lead us well in the decades to come. Funding adequacy is an issue whose time has come. Kentucky's economic, political and social future depends on it.

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To comment on this topic, send e-mail to gwilhoit@kde.state.ky.us or phone the commissioner's office at (502) 564-3141.

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Teachers Talk!

Comments from Educators about Education

Kentucky Teacher received the following messages from teachers during the late spring and early summer. The educators have given permission for publication.

About Plagiarism . . .



Elizabeth Dick

A recent incident of plagiarized pieces included in writing portfolios at a Kentucky high school this spring brings up an important issue for all schools to consider. It is the issue of instruction and teachers' involvement in process writing. When plagiarism occurs in the context of a school setting, we educators must ask ourselves, "What is our part in this?"

Here's what we need to consider:

- Have students been fully acquainted with what plagiarism is and why it is a serious issue? Have teachers instilled in them from an early age the "theft" implications of taking someone else's words or original ideas to pass off as their own?
- Have students been taught how to avoid plagiarism? Have they been taught and have they practiced the skills of paraphrasing and summarizing and the mechanics of appropriate documentation?
- Do our schools have a plagiarism policy that spells out specific penalties? Is the severity of those penalties consistent with the severity of the offense? Have students been re-

quired to document their awareness and understanding of the policy?

- Do students, especially high school seniors, know that most colleges and universities punish plagiarism with expulsion?
- Are teachers familiar enough with the writing abilities of their students to know when their pieces are not consistent with the students' previous level of performance?
- Have students' writing pieces been carefully reviewed at the time they are developed to catch potential plagiarism? Have students been given good grades for pieces containing undetected plagiarism?

Most importantly, pieces suitable for inclusion in students' 4th-, 7th- and 12th-grade writing portfolios are those developed under the watchful eye of teachers. Students are expected to use a process approach that includes prewriting, drafting, revising and editing. During this process, teachers are expected to offer appropriate feedback and present strategies that writers use to improve their pieces. If students engage in this process and teacher interaction actually occurs, and if documentation of both is required, students are far less likely to be able to present plagiarized pieces as their final products.

The incident is indeed regrettable, but it does provide an opportunity for Kentucky educators and students to stop and reexamine their own practices related to the serious issue of plagiarism.

Elizabeth Dick

Director of Instructional Support
Oldham County Schools

About 'No Child Left Behind'...

Thank you so much for the May issue of *Kentucky Teacher*. I was excited after reading "Commissioner's Comments: Kentucky may be ahead of the curve on new federal law!" My colleagues and I have talked about the new "No Child Left Behind" law many times, and we calculated that we should be ahead of the game with our CATS system and our core content guidelines. Then I see this article and that the commissioner agrees with us! I am glad and relieved.



Lynda Currington

It was also nice to see the article by George Hillocks regarding writing in Kentucky. I feel we really do a great job in this state, and I am proud and happy that someone from another state recognizes it.

Lynda Currington
Rutherford Elementary
Jefferson County

About Preschool's Role in 'Closing the Gap' . . .

I read the May issue of *Kentucky Teacher* this evening. Once again, I was disappointed to not see any mention of the preschool program and its importance in closing the gap. The school system no longer starts with K, and the preschool program has been in place since the inception of KERA. What we do is so vital, yet as a teacher I feel like I am screaming into the



Arlene Jacina

wilderness as to the importance of early intervention. Closing the gap starts with the preschool program and early intervention, yet so few seem to understand this.

I fight the battle every day with other educators (and administrators) who don't understand that we are educators, too, ... not "babysitters."

Please, please, please make information about the KERA preschool programs a regular feature of *Kentucky Teacher*. If the state of Kentucky is serious about "closing the gap," preschool must be included and taken seriously.

Arlene Jacina
Russell Elementary
Fayette County

Editor's Note: We hear you, Arlene! Watch future issues for more news about Kentucky's valuable and successful preschool programs. Preschool educators, we welcome your articles about strategies that work.

Got something to say?

Submit your comments to "Teachers Talk!"

- E-mail: kyteacher@kde.state.ky.us
- Fax: (502) 564-6470
- Mail: 1914 Capital Plaza Tower, Frankfort, KY 40601

Harlan County fishes for careers in agriculture

By Fran Salyers

Kentucky Department of Education

Students at Cawood High School who wanted careers in farming had to face a hard fact: Flat land is scarce in this Harlan County mountain community, and farmers need land to raise livestock and grow crops.

Or do they? An agriculture education program at the high school is teaching students how they can farm profitably right there at home – without owning acres of fertile soil. The course is aquaculture, the crop is fish, and the possibilities include farming profitably in spaces as small as a basement or garage.

When agriculture teacher Lew Jones arrived from Texas to run the ag program at Cawood High, the dearth of farmable land sent him searching for alternatives. Aquaculture sounded economically feasible. Jones secured a \$35,000 grant and, with assistance from the aquaculture staff at Southeast Community College and the national Conservation Fund's Freshwater Institute, launched the program at Cawood.

Two one-semester courses cover the basics of raising tilapia, a mild-tasting fish. With another grant, the program hopes to expand to raise 3,000 tilapia (1,000 are now in the school's four tanks) plus Australian red-claw crawfish. One goal is to make the program self-sustaining through sales to area restaurants. The Tilapia Association of America reports that tilapia consumption in the U.S. has increased steadily since 1995, with tilapia now outselling trout in the retail market.

Jones said the program teaches a lot more than “fish farming.” The school infuses aquaculture into the curriculum to teach mathematics, chemistry, environmental science and engineering. For example, students in the program use a logarithm every day to calculate the percentage of unionized ammonia in the water and make corrections when necessary.

Student Thomas Jackson explains why: “You have to do daily maintenance, you have to check the pH, the DO (dissolved oxygen), the ammonia, the nitrates, the nitrites. You’ve got to come in every day to make sure the heaters are on, the pumps are on, the aerators are working, the pressure’s OK. If you don’t, you could lose a whole mass of fish.”

Jones said responsibility is one of the greatest lessons in the program. “These kids develop three of the most important things you’ll find, as far as I’m concerned,” he said. “They learn a sense of responsibility. They learn to go out and look for something else, not always to be satisfied with the status quo. And the most important thing, they learn how to think – to be able to take all these facts and phrases and figures and apply them and think things through.”

Jones uses the program to guide students to potential opportunities in all areas of agriculture, including mechanics, law, engineering, sales and production. “It’s a wide-open field,” he said, “and kids need to know about all the opportunities out there.”



Photo by Rick McComb

Cawood High School student John Osborne shows visitors how he uses a net to catch fish in one of the school's four tanks. The Harlan County school's aquaculture program prepares students for careers in forms of farming that do not require acres of fertile soil. Students in the program use skills in mathematics, chemistry, environmental science and engineering to raise the fish and maintain the equipment.

By making learning relevant and revealing opportunities, the program has some students re-thinking the future. Jones said several students are considering college – some of them for the first time.

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Information and perspectives about this program are available from these sources:

• Lew Jones, teacher, Cawood High School, (606) 573-5029 or

ljones@harlan.k12.ky.us

• Paul Pratt, Southeast Community College, (606) 589-2145 or paul.pratt@kctcs.edu

• Jeremy Williams, county extension agency for agriculture/rural development, (606) 573-4464 or jnwillia@uky.edu

• Gordon Mengel, Kentucky State University, (502) 597-8130 (for assistance with high school aquaculture programs)



The State Perspective

An estimated 25 to 30 of Kentucky's 140 high school agricultural education programs have included aquaculture to some degree. Some schools have developed thriving programs over the past 10 years as fish farming grows in popularity as an agricultural enterprise. (Read about Franklin County High School's program online on Page 4 of the March 2000 issue of *Kentucky Teacher*. To see it online, go to www.kentuckyschools.org/kentuckyteacher.)

The “Career and Technical Education Program of Studies Implementation Manual” includes the aquaculture course description. Download at www.kentuckyschools.org/comm/mediasvcs/ttpcd/document/vocedim.pdf and refer to Page 68.

Kentucky's agricultural education program includes 31 courses ranging from aquaculture to equine science, floral design to forestry, environmental technology to agri-biology, plus three advanced classes for college credit in animal science, plant science and wildlife management. For details or assistance, contact state agricultural education consultant Curt Lucas at (502) 564-3472 or clucas@kde.state.ky.us.

Pathways to PROFICIENCY 2003

Countdown to KTLC: Presenter proposals due Oct. 4

Attention, educators who want to share their proven strategies and measurable successes at the Kentucky Teaching and Learning Conference: The deadline for presentation proposals is Oct. 4.

KTLC, the state's major professional development opportunity for public school educators, will be March 6-8, 2003, at the Kentucky International Convention Center in Louisville. The conference theme is "Pathways to Proficiency."

Conference coordinator Kay Anne Wilborn of the Department of Education's Office of Communications seeks presenters with expertise in a broad range of topics and skills. Any teaching, learning and school management concept that connects with Kentucky's Standards and Indicators for School Improvement and supports higher levels of student achievement can be an important part of the conference.

The conference staff will evaluate each presentation proposal based on its relevance to student learning, connections to content standards, the qualifications of the presenter and other criteria.

Proposal information and the required submission form are available online at www.kentucky-schools.org/comm/ktlc2003.asp. Direct questions about the process to Cheryl Sanders at (502) 564-3421, (800) 533-5372 or csanders@kde.state.ky.us.

For general information about the conference, watch for updates at www.kentuckytlc.org, or contact the conference planners by e-mail at ktlc@kde.state.ky.us.

Hotel information is already online at www.pkghlrss.com/events/7333/7333.html. Hotels usually fill up quickly for this event.

Highly skilled educators have new certification option

Kentucky's Highly Skilled Educators (HSEs) may now substitute experience for course work to obtain administrative certifications.

Kentucky colleges and universities traditionally award certification for principal or instructional supervisor only after a candidate takes specific courses and passes two exams (one state, one national) covering school administration issues. Under the new option, HSEs may substitute their HSE experience for much of the course work. Each candidate still must complete at least one class in school law and one in school finance, present an acceptable professional portfolio and pass the two tests.

The certification option applies to HSEs selected in 2000 or later.

Also eligible are those selected as third-year participants in 1999.

Patricia Hurt, director of the department's Division of School Improvement, said the option rewards HSEs for their unique experiences and boosts the number of qualified and certified principals and instructional supervisors available to Kentucky schools.

The HSE program is a Kentucky Department of Education initiative to help schools improve student achievement. Program participants work with schools identified as needing assistance to help them improve curriculum, teacher methodology and resource allocation.

For more information about the new certification option, contact Patricia Hurt at (502) 564-2116 or phurt@kde.state.ky.us.

Apply by Oct. 31 for HSE Program

Interested in joining the ranks of Kentucky's highly skilled educators? (See related story above.) Applications for the next cadre must be postmarked no later than Oct. 31.

Participants in the program must meet these qualifications:

- Kentucky certification and a master's degree (preferred) in an education-related field
- a minimum of five years experience as an educator
- at least three years current experience in Kentucky as an educator
- knowledge of current educational practice in Kentucky
- experience in situational/educational leadership

For more information about the program, visit the Department of Education's Web site at www.kentuckyschools.org (choose "Highly Skilled Educators" in the drop-down menu) or contact Steve Schenck or Patricia Hurt at (502) 564-2116 or by e-mail (sschenck@kde.state.ky.us or phurt@kde.state.ky.us, or via the KETS global list).

WHAT HAPPENED?

At some point in the production process, the cover on our August issue took a 90-degree turn and ended up sideways! We apologize for the confusing appearance. We hope you found the inside pages informative and helpful.

If you didn't recognize the August issue as your copy of *Kentucky Teacher* and need a replacement copy (sideways cover and all!), please let us know. The issue is also available (right side up!) on the Web at www.kentuckyschools.org/kentuckyteacher.

The Kentucky Teacher staff
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Teacher helps special students connect school learning and independent living

By Joy Barr

Kentucky Department of Education

A song recorded in the late '50s by Frank Sinatra includes a familiar refrain: "But he's got high hopes. He's got high hopes. He's got high apple pie in the sky hopes...."

That could be teacher Judy Marco's theme song. Marco, the Stella A. Edwards Special Education Teacher of the Year, teaches students with mild to moderate disabilities at South Oldham High. Her mission is to help them learn job skills, get jobs and become self-sufficient. Marco sums up her all-students-can-learn philosophy in these words: "You can teach anyone. I look for the potential, not the limitations."

Through the school's community-based education program for special education students, Marco gives her students functional academic instruction, life and social skill instruction, plus the vocational preparation and experiences they need to move from high school to work. Two days a week, the students "try out jobs" by working in groups at different local businesses, including an animal shelter, a horse farm, a bookstore, a hospital and a conference center.

Marco and a vocational job coach work closely with students who vary in age from 14 to 21. The students can participate in the program during their last two years in high school.

"The environment in my room is one of acceptance and encouragement," Marco said. She bases her teaching on each student's needs and learning style and on the belief that all students can learn if given the opportunity to try.

Peer tutoring is another part of Marco's instruction. South Oldham juniors and seniors may take peer tutoring as a class, working side by side with the special education students. The tutors teach by example the behaviors required in the workplace.

Does Marco's approach work? More than 98 percent of her students

South Oldham High School teacher Judy Marco helps Patrick Jones prepare 600 gift bags for middle school students. Marco, Kentucky's Special Education Teacher of the Year, gives her students functional academic instruction, life and social skill instruction, plus the vocational preparation and experiences they need to move from high school to work. More than 98 percent of her students get and keep jobs, including jobs previously denied to students with disabilities.

Photo by Rick McComb



get and keep jobs, including jobs previously denied to students with disabilities. Marco considers the success of South Oldham's community-based program and its students to be her greatest professional achievement.

"You need to do more than just love (the students)," she said. "You need to believe that they are going to learn."

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South Oldham High School's community-based education program is part of the state's Community-Based Work Transition Program (see next column). For details about the school's success with this program, contact Judy Marco at (502) 241-6681 or jmarco@oldham.k12.ky.us.

The Kentucky Department of Education presents the annual Stella A. Edwards Special Education Teacher

of the Year award to recognize innovative teaching practices and dedication to children with special needs. The award honors a former head of the state's Office of Exceptional Children Services. For details, contact Denise Bailey at (502) 564-4970 or d Bailey@kde.state.ky.us.

About the State's Program ...

The Community-Based Work Transition Program is a cooperative effort of the Kentucky Department of Education, the Department for Vocational Rehabilitation and the University of Kentucky's Interdisciplinary Human Development Institute. The institute joins the Kentucky Council on Developmental Disabilities and the Kentucky Division of Protection and Advocacy to form the state's federally funded Developmental Disability Network.

Program administrator Milton Tyree said students with disabilities

too often end up unemployed or under-employed at the time of graduation. The program helps these students find starting places for good careers.

"These students may not know the types of work that would be a good fit and suitably challenging for them," Tyree said. "Job coaches help them discover employment possibilities they may not have considered. After they get good jobs, the job coach works with the students and employers to facilitate good instruction and follow-up. Success on the job can provide an important aspect of educational relevance that may make the difference in students staying in school versus dropping out."

To learn more about the program, contact Milton Tyree at (859) 323-4697, (800) 333-9177 or mtyree@uky.edu; or contact Preston Lewis at (502) 564-4970 or plewis@kde.state.ky.us.

Teachers use simple adaptations to orchestrate student success

By Faun S. Fishback
Kentucky Department of Education

What do corn pads, detailing tape and clear plastic tubing have to do with music? They're all "tricks of the trade" that West Jessamine County Middle School orchestra director J. Matt LaBarbara has used to teach students how to place and hold their fingers correctly on the violin, strings or bow.

LaBarbara has used all sorts of adaptations for young musicians with different musical skill levels. That experience came in handy when Kathy Parrott, a special education teacher at nearby Rosenwald-Dunbar Elementary, sought LaBarbara's help when one of her students expressed an interest in playing violin in the 4th-grade orchestra. LaBarbara used several of his adaptations to teach Parrott's student –

and to teach Parrott, who has no musical background. Parrott learned to play the violin with her student, accompanying the girl to orchestra class, playing alongside her in the school concerts and practicing with her during free times.

Then Parrott's other students asked if they could learn to play the violin, too.

Parrott and LaBarbara knew it would be a challenge to meet the needs of students with hearing impairments, visual impairments, autism and mental disabilities. They also knew collaboration was the key to success.

"Matt LaBarbara has taken his love of music and playing instruments, and I have taken my passion to teach students with challenges and my attitude that 'if they want to, they will'

to create an adapted orchestra program for my 10 students," Parrott said.

LaBarbara wrote grants for a computer and software that would help him adapt the beginner violin music book into color codes, finger placements and note names that non-readers could easily follow. Parrott received a grant from the Rosenwald-Dunbar PTA to purchase 10 violins for her students.

Last October, Parrott's 1st-grade through 5th-grade students began violin lessons. LaBarbara pulled out his "tricks of the trade" to help the students learn to play. Parrott devised even more adaptations. She color coded a student's fingernails to match the note color code on the fingerboard. She printed the note names on the violins in a place that made it easy for sight-impaired students to see. She found exercises to calm an autistic student for the lessons.

By the end of the school year, Parrott's students were playing on par with other elementary school orchestra members, said LaBarbara, who used his planning time twice a week for the lessons. Parrott said that learning the violin has prepared the students for playing in the middle school orchestra and yielded other benefits as well. She shared these observations:

- Students have taken on responsibilities that will help them as young adults. They set up chairs, music and stands for practice. They take care of the instruments.

- Handwriting has improved for several students. Correctly placing their fingers on the violin's strings has helped with finger flexibility. As a result, the students have improved their fine motor skills and their ability to hold and use a pencil.

- Tracking skills and reading have improved. As students learn to follow the lines of music, they are training their eyes to move left to right and from one line to the next on the sheet music. That skill is being transferred when they read books.

- Students' listening skills and

attention spans are increasing. Students are learning to wait for instructions and sit still. They give their attention to practice sessions because it's something they want to do – and something they've found they *can* do.

- Students' self-esteem is rising. "They've found something they know is hard to do, and they know they are accomplishing it," Parrott said.

- The orchestra program has opened the lines of communication between Parrott and the students' families. "This has turned me into a friend," she said. "It's evened out our relationship as parents and professional. Parents call me now to talk about assignments or to tell me about something their child has accomplished. The orchestra has given us common ground."

LaBarbara is beginning to adapt music books for the viola and the cello because he and Parrott envision an entire orchestra of students with special needs. They also plan for the students to make a transition from following coded music to reading actual musical notes.

Both LaBarbara and Parrott say they are excited about what the students have accomplished in only one year. However, they seem reluctant to take credit for the success of the program.

"If, as a teacher, I truly believe that all children can learn at high levels, then all I've done is my job," LaBarbara said. "I want these students to be immediately mainstreamed into the school orchestra and to be successful."

Parrott agrees. "My dream was to have this group of students with significant challenges learn to play a musical instrument, successfully and independently. With adaptations, they're doing it!"

For more information, contact Kathy Parrott at (859) 885-6670 or kparrott@jessamine.k12.ky.us, or Matt LaBarbara at (859) 885-2244 or jlaborbara@jessamine.k12.ky.us. Both teachers are on the KETS global list.



Kenny King, with help from Rosenwald-Dunbar Elementary special education teacher Kathy Parrott, learns where to place his fingers to play a note on his violin. Parrott and West Jessamine County Middle School orchestra director J. Matt LaBarbara have collaborated to develop an adapted orchestra program for students with special needs.

Photo by Rick McComb

Student gardeners cultivate math skills

By Joy Barr
Kentucky Department of Education

One of the many tools Lana Thomas uses to teach mathematics to entry-level primary (kindergarten) students at Jefferson County's Middletown Elementary is an outdoor fruit and vegetable "math garden."

Thomas says that her students learn all types of concepts using products from the garden. They learn to average by counting the numbers of sugar-snap peas in each pod. Or they may have discussions about which garden insects are helpful and which are harmful.

Last spring, students grew green onions in their garden. When the time came, the students harvested their crop in search of the longest green onion. They did a variety of activities with the onions before taking them home to eat. They discussed and wrote sentences about onions in the "Big Class Journal." They measured their onions, compared lengths and recorded the data in journals. They traced and colored the outline of onions on paper.

"My goal is to actively engage all students in learning and help them think, create new ideas and develop problem solving strategies for real-life situations," Thomas said.

Each day the class worked in the "Big Class Journal." They discussed various topics they were working on and recorded their thoughts in writing. Sometimes they wrote about a story they had heard. "They are tiny problem solvers," Thomas said.

Thomas uses open-response questions to assess student performance. Principal Tom Peterson also reviews the students' responses to monitor student and class progress throughout the year. "You have to lay the foundation early," Thomas said. "Starting writing at this early age helps down the road."

Thomas challenges her students to "think like mathematicians and scientists and writers." She integrates curriculum through theme-based teaching units. She enhances many mathematics concepts by connecting them to literature. "Children's literature is an important way to provide context and to build mathematics connections," she said.

The colorful room is full of books written for various reading levels and easily accessible to students throughout the day. Thomas wrote and designed many of the books and related worksheets herself. She customizes books and worksheets for each year's class.

Thomas changes the room's workstations frequently to make her classroom a place where students learn to make decisions and take responsibility for their own learning. She encourages her students to take risks and perfect their learning.

To learn more about this award-winning educator's successful teaching strategies, contact Thomas at Middletown Elementary at (502) 485-8300 or through the KETS global e-mail list.

• • • •

Thomas is one of four Kentucky winners of the 2001 Presidential Awards for Excellence in Mathematics and Science Teaching, the nation's highest recognition for teaching in these content areas. Watch future issues of *Kentucky Teacher* for features about the other teacher recipients.

For information about the Presidential Awards for Excellence in Mathematics and Science Teaching, call Ann Bartosh, state mathematics consultant, or Russell Moore, state science consultant, at (502) 564-2106. Both are on the KETS global e-mail list.



Photo by Jonathan Roberts, Jefferson County Public Schools

Lana Thomas and two of her entry-level primary students check on their crops at Jefferson County's Middletown Elementary. Thomas, a recent recipient of the Presidential Award for Excellence in Mathematics Teaching, uses gardening to teach a number of mathematics concepts. For example, her students learn about averages by comparing the numbers of sugar-snap peas in each pod.

Approaches to our Work

Probe & Pause Using Questions

Redirect to Positive Statements

Open Minded & Respectful

Find the Good Intentions

Internal Self Examination

Conflict Seen as Opportunity

Include all People in the Process

Everyone Shares Leadership

Nurture Through Relationships

Communicate

Yield

The Eight-Stage Process of Creating Major Change

ESTABLISHING A SENSE OF URGENCY

Identifying the need for change

Identifying and discussing vision, potential costs, or negative consequences

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Photo by Michael Dailey

Test Stress

Phyllis Shuttleworth, a program consultant with the Department of Education's Division of Assessment Implementation, reads aloud from "Testing Miss Malarkey," author Judy Finchler's satirical look at stress levels (usually among the adults!) during standardized testing week at school. Shuttleworth presented the book during a three-week summer training blitz designed to prepare department employees to work more directly with schools needing a boost toward the goal of proficiency by 2014. She said the book, a tool for easing pre-test jitters among students, also helps the department staff understand the challenges teachers face before and during the administration of the Kentucky Core Content Test.

More Kentucky students are taking AP courses and exams

Kentucky's push to make Advanced Placement (AP) courses and exams more accessible to all students is showing positive results.

- In 2001, 8,028 Kentucky students took 12,853 AP exams. This represents a one-year increase of 6 percent in the number of students and 8.6 percent in the number of exams.

- Minority students took 9 percent of the AP exams in 2001, compared to 6.5 percent in 2000.

- Kentucky paid 741 exam fees on behalf of low-income students in 2001, a 37 percent increase from 2000.

The Advanced Placement Program, established by The College Board, provides challenging course work for students who want to try college-level work in high school. AP exams offer the opportunity to earn college credit before high school graduation.

The Kentucky Advanced Placement Incentive Program and Kentucky to the Power of AP have worked to promote AP opportunities throughout the state, with an emphasis on making courses accessible to minority students and those from families

with low incomes. These programs will provide more than 200 scholarships for online AP courses for the 2002-2003 school year and pay AP exam fees for qualifying students.

During the 2002 session, the Kentucky General Assembly enacted Senate Bill 74, which requires secondary school-based decision making councils to offer a core curriculum of Advanced Placement, dual credit or dual enrollment using either or both on-site and online instruction beginning with the 2003-2004 school year. The same legislation

directs the Department of Education to establish the Kentucky Virtual Advanced Placement Academy as part of the Kentucky Virtual High School. The academy will offer the AP core curriculum required by SB 74.

For more information, visit www.kvhs.org or <http://apcentral.collegeboard.com>. To contact representatives of the Kentucky Virtual High School, call (866) 432-0008 (toll free in Kentucky) or (502) 564-4772, or send e-mail to kvhsinquiry@kde.state.ky.us

Good news from the IRS!

Teachers, save your receipts to get new tax deductions

Teachers, here's good news from the Internal Revenue Service: Thanks to a change in federal tax laws, you may qualify for tax deductions when you pay for classroom materials with your own money.

The new deduction is available this year and next to eligible educators in both public and private

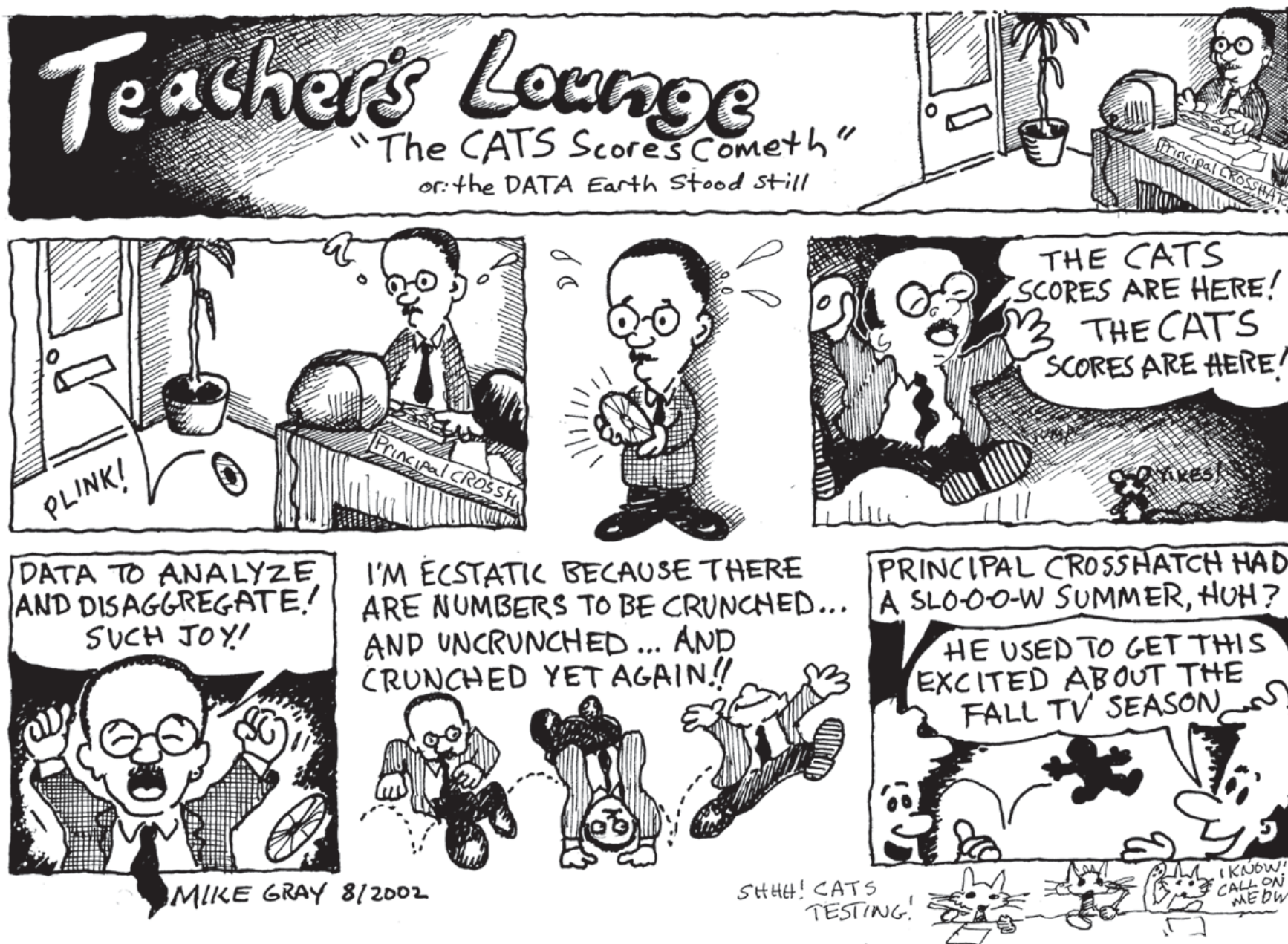
elementary and secondary schools. They must work at least 900 hours during a school year as a teacher, instructor, counselor, principal or aide.

These educators may subtract up to \$250 of qualified out-of-pocket expenses when figuring their adjusted gross income, whether or not they itemize deductions on their

tax forms. Prior to the change in the law, educators could take such expenses only as miscellaneous itemized deductions, which must be reduced by 2 percent of the adjusted gross income.

To claim this benefit, educators must have receipts noting the date, amount and purpose of each purchase.

Details on this and other new tax law changes are in IRS Publication 3991, "Highlights of the Job Creation and Worker Assistance Act of 2002," available on the IRS Web site at www.irs.gov or by calling (800) 829-3676.



Use Historical Society mini-grants to fund field trips

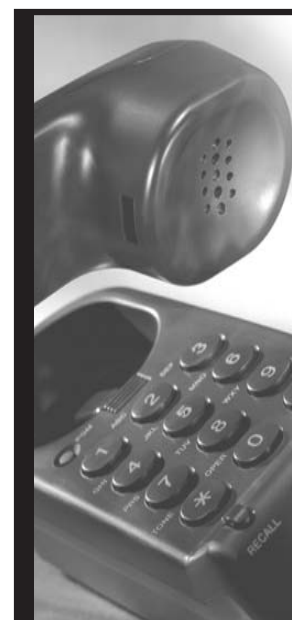
The Kentucky Historical Society's Heritage Education Grant Program provides two levels of funding for school field trips and projects that benefit students in grades K-12.

- Mini-grants up to \$250 are available for trips that give students opportunities to explore the history and heritage of their own communities and regions. The application deadlines are Sept. 30 and Dec. 31, 2002, and March 31 and June 30, 2003.

- Grants up to \$500 are available for history-related classroom projects that focus on local or state history. The application deadlines are Sept. 30, 2002, and March 31, 2003.

For additional information or a copy of the grant application, contact Carrie Dowdy at (502) 564-1792, ext. 4402; toll-free at (877) 444-7867, ext. 4402; or at Carrie.Dowdy@mail.state.ky.us.

The grant application packet is also available online at www.kyhistory.org/Teachers/Heritage_Education.htm.



Talk to us!

Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

E-mail kyteacher@kde.state.ky.us

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(toll free in Kentucky)

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THE Bulletin Board

By Joy Barr
Kentucky Department of Education

Annual KASC conference to feature expert on closing achievement gaps

Kati Haycock, executive director of the Education Trust, will be the featured speaker at this year's Kentucky Association of School Councils conference, scheduled for Oct. 24 and 25 at the Executive West in Louisville. Haycock is nationally recognized as an expert on closing achievement gaps and creating high achievement for all students.

The conference sessions will offer lessons from successful Kentucky schools; information on research-based teaching strategies and how the brain learns best; and strategies for responding to new laws. Both new and experienced council members can fulfill training requirements at the conference.

An agenda and registration materials are available online at www.kasc.net or from KASC at (859) 238-2188 or kasc@kasc.net.

AP courses and exams can be free for low-income students

Students who qualify under income guidelines can receive scholarships to take Advanced Placement (AP) courses offered through the online Kentucky Virtual High School. Students may apply now for spring-semester scholarships. Applications must be submitted electronically at www.kvhs.org (click on "AP Scholarships Available").

Low-income students, including those who took AP courses without the benefit of state scholarships, may take AP exams at no cost. Request details from Carla Garr at (502) 564-2106 or cgarr@kde.state.ky.us.

For more information about online AP courses and services, visit www.kvhs.org.

Louisville to host regional conference for National Science Teachers

The regional conference of the National Science Teachers Association, Oct. 24-26 in Louisville, will include sessions on biomedical advances, design technology and leadership. Participants can sign up for a tour of Louisville Jewish Hospital, where doctors have implanted two AbioCor artificial hearts.

For registration information, visit www.nsta.org (click on "NSTA Conventions") or call (866) 267-5782.

KCA schedules annual conference

The Kentucky Counseling Association will hold its annual conference Oct. 23-25 at the Galt House East in Louisville. National motivational speakers Crystal Kuykendall and John Wagner highlight the agenda.

Get registration details online at www.kyca.org or by calling (800) 350-4522.

Oct. 20-26 is Kentucky's School Safety Week

Visit www.kysafeschools.org for information on how your school district can participate.

History teachers to hold conference

The Kentucky Association of Teachers of History (KATH) has scheduled its annual conference for Sept. 21 at the Kentucky History Center in Frankfort.

Professor Howard Zinn, author of "A People's History of the U.S.," will participate in a panel on teaching civil liberties in the classroom. Luncheon speaker Michael Dawahare, an Arab American and a professor at Georgetown College, will talk about the contemporary issues surrounding civil liberties.

For more information, visit www.kyhistryteachers.org, or contact Rebecca Hanly at rebecca.hanly@mail.state.ky.us or (502) 564-1792.

Send fan mail to the troops

Students, classrooms, schools and campus groups throughout the nation will again be writing cards and letters to military personnel at home and abroad through the 2002 Christmas Military Mail Campaign. The mail goes to Friends of Our Troops headquarters for distribution throughout the world.

Educators often make the program part of their instruction. For more information, visit www.troopfanmail.net/schools.htm or write to Friends of Our Troops, P.O. Box 65408, Fayetteville, NC 28306.

Want ideas to boost parent involvement?

"Project Appleseed" offers dozens of tools and ideas for creating events and awareness about the positive role parents can play in raising student achievement. Grab some of these ideas from the Web at www.projectappleseed.org/abc.html. If you want to tie your events with specific observances, consider these:

- National Parent Involvement Day (Nov. 21, 2002), when as many as 5 million parents will take the Parental Involvement Pledge to contribute at least 50 million hours of involvement to schools
- School Volunteer Week (April 13-19, 2003)

Pass the word to 18-year-old males: Register now for Selective Service

Federal law requires every male to register with the Selective Service System within 30 days of his 18th birthday. Those who fail to do so may be ineligible for federal student loans and grants, student financial aid, federal job training, most federal and many state jobs, and U.S. citizenship (in the case of immigrants).

The Selective Service System recently released data showing that 81 percent of Kentucky's men born in 1982 have registered as required. The national average is 86 percent.

To read more of the data, visit www.sss.gov on the Internet. Young men may register online at that site.

Back Page/Front Burner

Starting Points for Local Discussions About National Education Issues

- **Fires in the Bathroom: Advice from Kids on the Front Lines of High School**

Teens in urban public schools tell their own stories, giving new and veteran teachers a window into how to reach adolescent learners, particularly those whose background and skin color they do not share.
www.whatkidscando.org/PDFlibrary.html

- **Implementing 'No Child Left Behind'**

The American Association of School Administrators has compiled useful tools, helpful resources and proven best practices to provide a one-stop resource for implementing the new federal law.
www.aasa.org/issues_and_insights/ESEA/ESEA_best_of_web_index.htm

- **Trust and School Reform**

Questions for states and schools working on reform: How do teachers relate to each other? How do school professionals interact with parents and community? What are principal-teacher relationships like? The answers can make or break school reform efforts.
www.edletter.org/current/reform.shtml

- **How Mayors Can Improve Schools**

One California mayor shares 10 things any mayor can do to improve the local public education climate.
www.sjmayor.org/education/smartstarttopten.html

- **Changing the Pace of School**

True learning requires time, but educators and students say there's never enough of it. Veteran teacher and author Chip Wood suggests ways to change the minutes and hours of the school day to improve children's academic learning and performance.
www.responsiveclassroom.org/Kappan%20032002.htm

- **Money and Grant Management**

Susan Trimble of Georgia Southern University reviews research and points to some common financial management and grant acquisition characteristics among a group of high-performing, high-poverty middle schools in southeast Georgia.
www.nmsa.org/services/msj/msj_march2002.htm#a

Source: Public Education Network
www.PublicEducation.org
All links accurate at press time.

Kentucky Department of Education Gene Wilhoit, Commissioner
Visit the *Kentucky Department of Education's* Web site: www.kentuckyschools.org



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